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ABSTRACT

The Joint Educational Project (JEP) is a partnership started in 1972 between the University of Southern California and eight public schools. It has achieved a number of purposes ranging from development of new curricula and conduct of applied research to making the university and community a friendlier place. A project description tells how JEP began and grew, how it works, and its value for partici- pating institutions and people. The strategy that guided its development is described. Suggestions are made for the adaptation of the model for other postsecondary institutions and schools. The report is written for university, college, and community college educators who would like to develop a new urban oriented or career oriented curricula or more effective community service programs in an economical way. It is also for elementary and secondary school educators who would like assistance in individualizing instruction, enriching curricula, offering bilingual and multicultural programs, and developing parent involvement in programs economically. (MSE)

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Building Educational Bridges Between Practically Everybody

by BARBARA S. GARDNER

HE 009 322

UNIVERSITY OF SOUTHERN CALIFORNIA

BUILDING EDUCATIONAL BRIDGES
BETWEEN PRACTICALLY EVERYBODY

A JEP Idea Book
on
How To Start a College-Community Partnership

by

Barbara S. Gardner, Ph.D.
Director of JEP

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JOINT EDUCATIONAL PROJECT
UNIVERSITY OF SOUTHERN CALIFORNIA
1977

DEDICATION

We would like to dedicate this book to the people whose creative contributions and hard work over the past five years have made our Joint Educational Project possible:

The teachers, pupils, parents, and other staff members of Magnolia Avenue, Norwood Street, Vermont Avenue, Thirty-Second Street, Thirty-Sixth Street, and Thirty-Seventh Street Elementary Schools, James A. Foshay Junior High School, and Manual Arts High School.

The faculty members, students, and other staff members of the University of Southern California College of Letters, Arts and Sciences' Departments of Anthropology, Biological Sciences, Classics, Comparative Literature, Economics, English, French and Italian, Geography, Geological Sciences, German, History, Linguistics, Mathematics, Physical Education, Psychology, Sociology, Spanish and Portuguese, and Speech Communication, its Schools of International Relations, Journalism, Philosophy and Religion, and Programs in American Studies and Ethnic Studies; the Center for Public Affairs' Schools of Public Administration and of Urban and Regional Planning; the School of Performing Arts' Divisions of Cinema, Drama, and Music; The Division of Health-Related Professions' Department of Physical Therapy; and the Schools of Architecture and Fine Arts, Business Administration, Dentistry, Education, Engineering, Gerontology, Library Science, and Social Work; and the Institute for Marine and Coastal Studies.

The splendid, enduring cooperation of all these people made it natural that JEP should choose as its slogan:

"ALL TOGETHER!"

WHAT THIS BOOK IS ABOUT

This book is written for university, college, and community college educators who would like to develop new urban oriented or career oriented curricula, or more effective programs of community service, or all three, but don't have much money. It is for elementary and secondary school educators who would like assistance in individualizing instruction, enriching curricula, offering bilingual and multicultural programs and parent involvement programs, or all four, but don't have much money.

It tells about a five year-old partnership between the University of Southern California and a group of eight public schools which does all of these things and quite a bit more, for not much money. Our partnership, the Joint Educational Project (JEP), started in 1972. It has grown to involve over 7,000 people in the university, schools, and community in a wide variety of programs. They help us achieve a number of useful purposes ranging from development of new curricula and conducting of applied research to making the university and community friendlier places for many people.

In the first part of this book we tell how JEP began and grew, how it works, and its values for participating institutions and people. We then describe the strategy which has guided the development of the project.

We do not pretend to have a perfect project model, but it does offer an economical way to accomplish many things that need being done. On the chance that some of our experiences and ideas might be of interest to other colleges and schools we would like to share them with you.

In the second part of the book we suggest how the experience of our JEP might be adapted to the needs of other postsecondary institutions and schools that would like to set up a similar partnership. There are practical ideas for getting started, recruiting college participants, integrating JEP into courses, and working with schools.

Since most colleges already have programs that involve students and faculty members with the community, we also suggest ways in which existing programs might be modified using the JEP guidelines to economize in the use of resources or increase benefits to the college and/or community. The appendix contains some outlines and forms which might be helpful to you, as well as a list of available JEP resource materials.

Should you have questions about any aspect of JEP or about how its guidelines might be applied to your particular situation, please feel free to call us at (213) 746-7698.

Also if your college or school is involved in a project with goals similar to ours and you would be willing to share your ideas, program models, and materials with us, we would certainly be delighted to hear from you.

Barbara S. Gardner
JEP House
University of Southern California

March 8, 1977

BUILDING EDUCATIONAL BRIDGES BETWEEN PRACTICALLY EVERYBODY

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PART I

A. HOW JEP BEGAN

From Scratch, With Two Very Vague Goals

We started the Joint Educational Project in the spring of 1972 in an effort to find a new way in which the university might make educational programs more relevant to the needs of students in an urban society and at the same time better serve the inner city community where the campus is located.

This enterprise began, it must be admitted, without anyone having the foggiest idea of what could be accomplished, least of all the project's director. Plans for JEP were not set forth in the customary proposal format with descriptions of specific objectives, procedures, and project components. There was no list drawn up of committed participants and certainly no promised outcomes.

We started simply with the idea that we would begin working with a group of nearby community schools and find out what might be accomplished through joint efforts. We could not very well write a detailed plan or proposal because we did not really know who in the university or schools might participate, what they would contribute to such an effort, what kinds of programs might emerge or what benefits would result.

We did have a simple strategy worked out which we hoped would assure that whatever was done would be helpful to both university education and to the schools. The strategy which is outlined in Chapter E was also designed to assure that whatever we did would make economical use of scarce resources. It had to be economical because we had a total of $9,000 to launch what we hoped would be a major, interdepartmental program of university education and community service!

Participants Were Recruited and We Began Operations

Using a school district map we located five public schools within a two-mile radius of the university campus, four elementaries and one junior high school, and made an appointment to meet the principal at each school. We asked each principal if there were some kinds of assignments university students might undertake in the schools which would be helpful to them and at the same time contribute to the students' own education. The response was immediate and enthusiastic. Each principal consulted with teachers and parents, assembled a list of suggested activities, and got it to us within a matter of days.

These lists were shared with USC faculty members who had expressed an interest in developing or participating in a joint university-community effort, or whom we happened to meet around the campus. They were invited to join the project which was about to be launched if they

felt their students would benefit from undertaking any of the tasks on the principals' lists. The only conditions were that students' assignments in the schools had to be made part of regular course work and that they go into the schools at least once a week for the entire semester.

The response from university professors was as positive as that of the schools. As a result, in the spring 1972 semester 210 USC students undertook semester-long assignments in the five schools as part of course work from thirteen classes in anthropology, comparative literature, English, sociology, and Spanish.

Because of the large numbers of Spanish-speaking students in several of the schools, the schools' need for people with bilingual skills, and the support of the Spanish faculty for this new venture, half of the students were from university Spanish classes.

In the first semester most USC students served as tutors and teacher aides in a variety of subject areas. Two Spanish students were bilingual aides for a school nurse and one taught a consumer education class for a small group of parents. In addition a team of English students taught a highly successful mini-course in creative writing, first for an elementary and then for a junior high school class.

The university students spent anywhere from one to eight hours a week in the schools. In every case their USC instructors determined the general kinds of assignments they would undertake and how work in the schools was to be integrated into their university course programs.

Administration and Budget

As the students went into the community schools under the umbrella of an existing school district volunteer program, no special agreements or arrangements were needed to launch the project in the schools. Each school principal appointed a regular school staff member, usually an assistant principal, as JEP coordinator to help organize the school's project and to orient and assist the university students who worked there.

The project director was research associate in the university Center for Urban Affairs at the time so no additional funding was needed for her salary or that of her secretary for what began as a part-time involvement for both of them.[1] A $9,000 allocation from the Center's budget was used to pay nine part-time student Program Assistants who worked fifteen hours a week to help adminster the project. Each PA was assigned

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[1]In two years the administrative base of the project moved from the Center for Urban Affairs to the College of Letters, Arts and Sciences from whence came a large majority of our JEP's participating faculty members and students.

to assist one or more participating university instructors, make specific student assignments, monitor students' work in the schools, help them find resource materials, and work out problems.

Some of the budget was used to hire experienced people to conduct workshops to prepare university students and for supplies. At the end of the first semester there was even a bit of money left over to begin preparations for the fall.

The Results

By the end of that first semester it was clear that the university students had gained a great deal from their experience, both academically and in terms of personal satisfaction. The school students, teachers, administrators, and parents were equally enthusiastic about the experiment and eager to continue it.

Each subsequent semester new university departments and faculty members joined the project. Three more community schools were added bringing the total to eight--six elementaries, a junior high, and a senior high. As university and school people learned more about one another's needs and abilities and gained experience in working together, new program possibilities were realized. The addition of new participating university departments expanded further the kinds of programs which could be developed.

Within four years the total number of USC student participants each semester passed the 1,000 mark. They were involved in a wide variety of JEP assignments for 27 university departments. Close to 80 USC faculty members were offering JEP experience to all or part of their classes. In the schools 250 teachers and other staff members became regular project participants and 6,000 of their pupils and several hundred parents worked with university people in JEP programs.

Recently we were asked for a copy of the proposal or agreement under which this sizable project operates. We had to confess that no such document was ever drawn up. JEP began when some community school and university people decided to find out what they might accomplish by working together and simply started working together. As time went on other people joined them and the project grew generating new programs and activities. The next chapter tells about some of these programs and how they developed.

B. AND HOW IT GREW

Tutors and Aides

Initially JEP looked very much like a conventional tutorial project. By far the greatest proportion of university students undertook assignments as tutors and teacher aides. The reason is that these are the main kinds of jobs volunteers do in schools everywhere, so they were naturally the first kinds of helpers requested by teachers in the schools and offered by university people.

By making these assignments part of regular university course work, however, we found they offered useful supplements to more conventional modes of classroom instruction. The JEP experience provided a reality base for concepts being taught in several disciplines. University students could learn about people from different backgrounds and with different lifestyles, and about the needs, concerns, and goals of residents in an inner-city community. They could make observations about social groups and the socialization process. They gained exposure to the urban community, its physical environment, resources, and problems.

Spanish students had an opportunity to practice and improve their Spanish language skills by working on a one-to-one basis with younger students who were newly arrived in this country from Latin America. Conventional classroom instruction in a second language has students memorizing vocabulary and conjugating verbs which they might use in some unknown future situation. With JEP they found themselves studying to use their Spanish skills every week in a known setting to meet a very real need to communicate with a younger student.

It was apparent that even in conventional tutorial assignments the educational benefits accrued equally to both participants, and we had a way to individualize learning experiences to the needs and interests of both college and community school students simultaneously.

Mini-Courses

The mini-course idea began with teams of English students teaching weekly lessons in creative writing in community school classes. Every semester the mini-course idea has been taken up by new departments and courses and further developed.

A mini-course is a series of approximately ten weekly sessions which involve community school students in enjoyable learning activities. It is planned and conducted by a team of three to six university students and based on the content of their own university course.

In the second semester of the project anthropology students taught a mini-course in Japanese heritage for a senior high school class. In a subsequent semester an anthropology professor started a "Me and My World" mini in which university students helped elementary grade children use anthropological methods of gathering information to learn about their own and other cultures. The Classics Department began a mini-course on "Word Power" in which university students helped younger boys and girls expand their vocabularies by learning the Greek and Latin roots of words.

The mini-course idea has been adopted by a constantly growing number of university departments--Economics, English, Ethnic Studies, History, Communication, Geography, Political Science, and Dental Hygiene. The list is far from complete, as each semester new mini-courses are developed.

We found that the mini-course offers a number of values to participants, some of which we had not even anticipated when we started this kind of JEP assignment. It provides an opportunity for university students to draw on material and methodologies from their own courses and learn a subject through teaching it. In trying to make it interesting to younger students they gain a greater understanding of its relevance to themselves. The process of planning and working together helps reinforce learning for mini-course team members. It also provides an easy way to create small groupings of learners out of even the largest lecture class.

The mini-course is one way to bring new ideas and learning activities into the community classroom to supplement the regular school program. The team of university students divides up the community school class with each team member working with a small group of younger students. In this way it is possible to engage them in activities and cooperative projects which would be difficult for one teacher to supervise single-handedly.

In 1975 in order to help USC students with these JEP assignments we began a process of developing mini-course Idea Books based on specific university courses. Each Idea Book contains sets of learning objectives for both the university and community school students. It has suggestions for sequencing and planning mini-course lessons, small group learning activities appropriate for a specific community school grade level, and a list of supplementary resource materials. Each booklet also contains Spanish-English vocabulary lists to help university students teach the course to Spanish-speaking students who are not fluent in English. Thus, an Idea Book for an urban economics course could be used not only by students of economics but by Spanish students who want to relate their learning of that language to their special field of interest or major in economics.

Each mini-course Idea Book is developed in collaboration with a university instructor and evaluated by everyone involved in its use in the schools--university students, teachers, and community school classes. Based on their suggestions, it is then revised and made ready for use the following semester by more mini-course teams.

If we had been asked when JEP first began what we hoped to accomplish, we must admit that we would not have thought to say that it would create a process to develop and field-test curricular materials which link college and pre-college learning in many different disciplines. As a matter of fact, we could not have predicted that within a few semesters after the project started well over 300 university students from more than a dozen academic departments would be teaching mini-courses in the community schools.

Pals

While the idea for JEP mini-courses was initiated by university people, the Pals program had its origin in 1973 at a small meeting of staff members and parents at one JEP elementary school. They were discussing how individual attention and encouragement might be provided to youngsters who did not seem to be happy or had problems getting along in a large class. "They don't need a tutor as much as a special friend, their own pal," someone said. Within a week one psychology professor was enlisted to participate, ten of his students volunteered to be Pals to youngsters needing a special friend, and the Pals program was launched.

We define a Pal as a university student who spends a minimum of one-and-a-half hours a week providing special attention and friendship to a younger student. A Pal works to build a good relationship with the younger student. They play games, share feelings and ideas. A Pal may help a child with school work only if asked. Thus, a Pal is not a tutor, nor is a Pal a counselor or therapist. Groups of Pals meet together weekly for training and problem-solving.

During the first semester of the program we noticed some positive changes in youngsters with Pals, and the university students felt their experience was both educationally and personally rewarding. Within a year this program grew to involve over 100 university students and spread to seven JEP schools. In addition to psychology students, there were Pals from courses in sociology, anthropology, and communication, and each group found different ways to relate their learning in the community to their course studies.

As with every other kind of JEP assignment, there was almost instantly created a bilingual component. Spanish students served as bilingual Pals to help boys and girls from the community. They also had an opportunity to practice their Spanish with youthful instructors who were happy to be of help to their new friends.

Tutor Training

Dental hygiene students began their involvement in JEP on mini-course assignments. Both the university students and elementary school classes with whom they worked benefited from the experience. However, we soon realized that an entire class of fifty dental hygienists could only reach less than half the classes in a single elementary school with mini-courses. Other schools were asking for more mini-courses teams than could possibly be provided.

We decided that we had to find or train more dental health educators. This led to the development of the JEP Tooth Tutoring Project in which dental hygiene students train fifth-grade students as dental health educators for primary grade children. The program was planned jointly by Dental Hygiene Professor Florean Dearth Crawford with the advice of teachers at one of the JEP elementary schools. The pretests and post-tests of the amount of plaque on the teeth of children participating in the program and of a control group indicated that 10 year-olds can be eminently effective tooth tutors for younger children. By the second trial of the project we found a 53% average improvement in the plaque indices of tutors and tutees and a 14% deterioration for the control group.

We also observed that the young tutors appreciated being given real responsibilities. They planned their own lessons, developed instructional materials, taught the younger students, and evaluated their own efforts. They were conscientious, patient, and dedicated teachers. This was true even of those who normally did not appear to be conscientious, patient, and dedicated students of regular school subjects.

We should add that a Spanish JEP student joined the dental hygiene team helping to train the tutors, many of whom were Spanish-speaking. The tutoring was done in English, Spanish, or whatever combination of these languages seemed to work.

The Tooth Tutoring Project is now being disseminated to other JEP elementary schools and a curricular package or Idea Book is being developed to make possible its wider replication.

The tutor-training model is now being combined with the mini-course idea to create tutor-training mini-course Idea Books. We have begin a process of developing and testing Idea Books to help university students train younger students as tutors for still younger students in other subject areas, such as health, storytelling, metrics, environmental studies, and English as a second language.

Each new JEP activity has seemed to emerge almost automatically in the process of collaboration to meet a new need or take advantage of a newly perceived opportunity. Whenever the question is asked, "Where do we go from here?" there always seems to be a simple, relatively economical answer within the framework of our partnership. Program ideas started in one school spread to other schools or other levels of education as they grow. Program models begun by one university department are picked up by other departments and improved upon. Materials are needed to help students in one kind of assignment and we promptly find ourselves developing a process to create materials which can be used in that and other assignments.

Programs with the Community

JEP was firmly entrenched in daytime university Spanish classes when someone asked what students in evening classes might do in the project. The regular community school programs did not meet at night, but classes for adults in English as second language did, so we arranged to assign evening students as aides in those classes. They found they could learn many things from adults newly arrived from Latin America which they could not learn from children. The adults enjoyed the opportunity of working with university students.

Parents in one school asked for consumer education and for information which would help them qualify to pass citizenship tests. The regular adult school provided teachers for classes of fifteen or more, but there never seemed to be that many parents willing to sign up for a class at once. We decided to start a "Bench Stop School" where advanced Spanish students would hold regular bilingual classes for two or three parents at a time in the lunch bench area. Since there were many parents waiting there to escort their smaller children home from school, there was a ready-made student body for the new Bench Stop School. It has gone on to become a regular part of JEP each semester.

Although community parents served on the JEP Advisory Board, their main involvement in the project was as students in Bench Stop and adult English classes. This began to change after the project had been in business a few years. The Physical Therapy JEP gave us our first model for involving parents as resource people in the school as well as for linking up with other community agencies.

In its first semester with the project the Physical Therapy Department trained senior students who screened fifth-and sixth-grade youngsters in one elementary school for postural problems. Parents of fifty children who had problems which appeared to require medical attention were invited to the school for a briefing meeting and an explanation of the health services available in the community, including those at nearby Orthopaedic Hospital. We had taken the precaution of getting acquainted with the director of the hospital clinic who was

pleased to collaborate on the project. Forty-nine of the fifty children who were referred to the hospital were taken under care.

The program was considered highly successful by all participants, but it only reached some 370 children in one school. When we asked the question, "Where do we go from here?", the answer, of course, was to enlist more postural screeners. The next semester the physical therapy students trained parent volunteers who in turn screened fifth- and sixth- grade students in five schools. This was done by breaking down the screening into specialties (some parents learned how to check feet, others the spine, etc.), and by translating the form on which results are recorded into non-technical English and Spanish. Teachers briefed their classes on what to expect in the screening and explained the reasons why good posture is important. Graduate physical therapy students evaluated various aspects of the project as part of their research for their master's theses.

By the time we were through we had a pilot project which involved practically everybody--university faculty members, graduate and undergraduate students, community school teachers, students, parents, and Orthopaedic Hospital. Because they all participated as part of their normal teaching or learning responsibilities or as volunteer parents, the total incremental cost of this large undertaking to the university and the schools was zero.

We also had a new kind of program model for involving parents as resource people in the schools and for helping link other community agencies to the schools, and we fully expect to use it in other kinds of JEP programs.

By now we hope it is clear why the Joint Educational Project has grown. It is that JEP really isn't a project at all. It is a process of collaboration which brings new combinations of people together to learn from one another. In the course of their working together they invent new kinds of joint endeavors to better meet their respective needs. They also borrow ideas freely from other people in the next room, department, or school.

It doesn't happen altogether spontaneously. There are a few procedures which we follow to keep the process going.

C. THE MECHANICS

The procedures used to match university student needs for experience in the community with school needs for JEP programs is essentially the same as it was in the first semester of the project. The job has, however, grown in size and complexity--to put it mildly.

Before each semester starts university faculty members are invited to participate in the project with their students. A class may be involved in one of two ways: all students enrolled take part in JEP, or students participate on an optional basis. If an entire class will participate this is indicated in the regular schedule of classes or at the time of enrollment so students know that JEP will be part of the course program. If they do not want to participate, they then enroll in a non-JEP class section. When JEP is offered on an optional basis, students elect to participate in lieu of some other course requirements.

The instructor in charge of the university course defines the role of JEP in the class program, including learning objectives for the students, the types of field assignments which may be undertaken, the way JEP will be integrated in the course, how students' peformance will be assessed, and the amount of credit to be granted. Opportunities for participation in JEP are presented to students at one of their first class sessions of the semester.

Also, at the beginning of the semester a teachers' planning and orientation meeting is held at each school by the School JEP Coordinator. Teachers share their experiences from the previous semester, discuss new program ideas and plans. Every teacher, librarian, counselor, school nurse, or other staff member is invited to fill out one or more JEP program request forms. On these they indicate the specific kinds of programs or assistance they want and the time during the week they are desired. They usually make their selections on the basis of program definitions and descriptions contained in a JEP Teachers' Handbook. Some teachers accept our standing invitation to invent a new kind of JEP assignment to meet their own particular needs.

All of these program requests are compiled onto a master list of requests for each school. During the second and third week of the semester, university students select from these lists assignments which are appropriate to their own course guidelines, individual interests, and time availabilities. The making of individual assignments is done by the JEP Program Assistant for the student's course. During the assigning period all departmental PAs are based in the project offices so the complicated process of making assignments from some 80 university classes to several hundred classes in eight community schools may be coordinated.

In addition, each semester new programs are developed, new university courses join the project, and new mini-courses are started. If there has been no request for a new program a "Program Offer Form" is sent to one or more schools describing the program and the time and day of the week it is being offered. As soon as a teacher is found who would welcome the program, the assigning process is completed for the participating students. This procedure allows new programs to be initiated by both the schools and the university. It assures that to the greatest extent possible the project meets the needs of all participating groups.

The assigning of students is completed by the end of the third week of the semester. Before going to the schools for the first time students attend a pre-service workshop on the university campus to prepare them for their various assignments. Responsibility for these workshops is shared by the course instructors and project staff. When an entire class participates, the workshopping may be done during a regular class session. In other cases, when students from a number of departments undertake the same kind of assignment such as Pals or tutors, the workshops are conducted by Program Assistants and other project staff members out of class time.

During the fourth week of the semester at every school the JEP Coordinator holds an orientation meeting for all university students who are assigned to work there. This provides them an opportunity to get acquainted with the school and to meet and begin planning their semester's work with the teachers to whom they have been assigned.

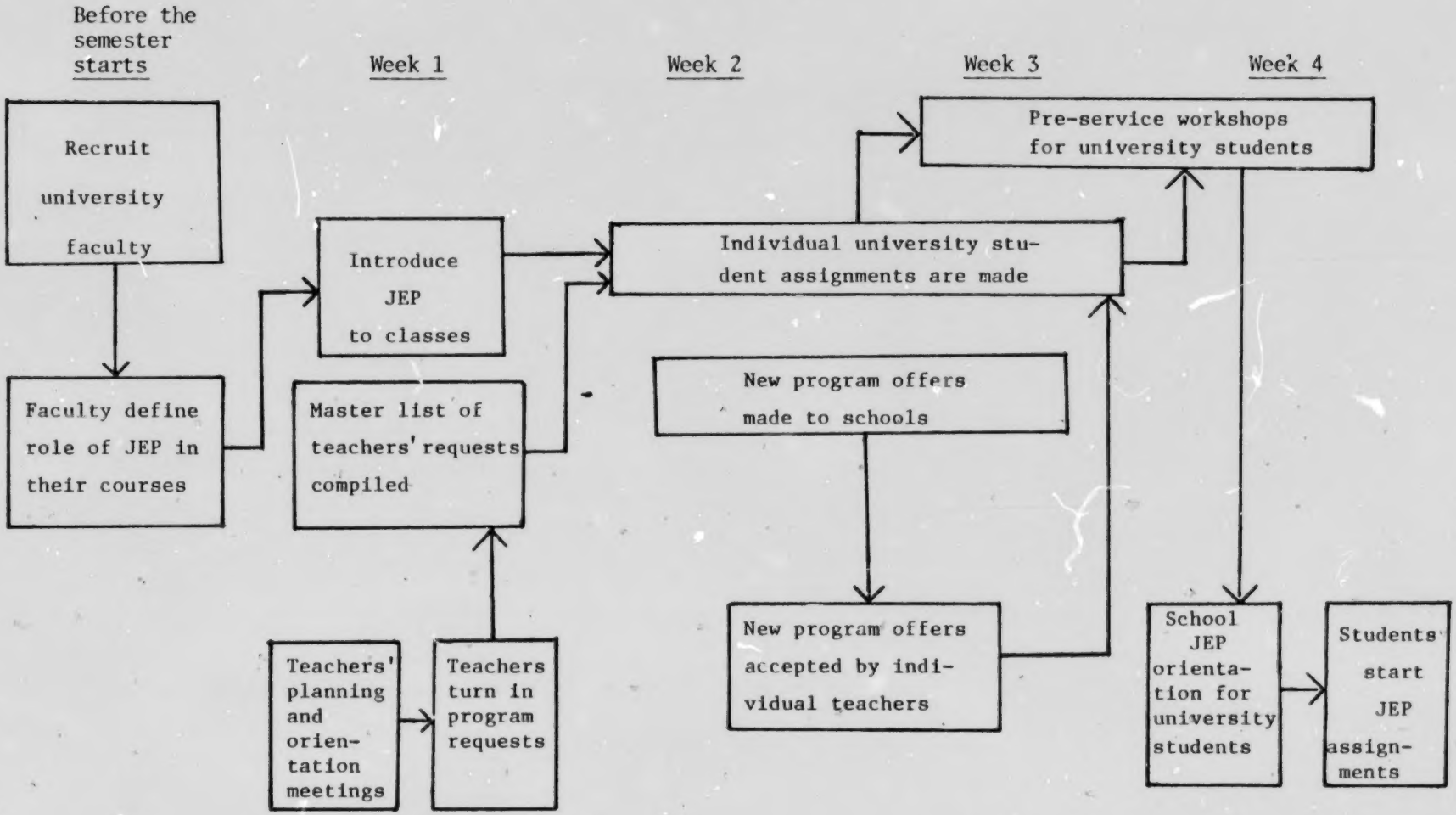
At least two additional workshops are offered for participating students during the semester to help them plan their work in the schools, learn about available resource materials, and work out problems. In between workshops, teachers, JEP Coordinators in the schools, Program Assistants, professors, and the JEP staff are available to help them as needed.

At the end of the semester every university student's work in the project is evaluated by his or her community school teacher and the evaluation is sent to the student's university instructor.

Then, in dozens of scattered locations around the university campus and in the schools, and in countless telephone calls, the question is asked again: "Where do we go from here?" Ideas for improving procedures and programs are offered, new programs are suggested, and before we know it a new semester arrives and opportunities for participating in JEP are presented to USC students at one of their first class sessions of the semester. Also, at the beginning of the semester a teachers' planning and orientation meeting is held at each school, and the process goes on. Only each semester the project is a little different than it was the semester before because we have learned new things we can do and have found new people with whom we can do them.

THE MECHANICS:

STARTING THE JEP SEMESTER


Before the semester starts
Week 1
Week 2
Week 3
Week 4
Recruit university faculty
Faculty define role of JEP in their courses
Introduce JEP to classes
Master list of teachers' requests compiled
Teachers' planning and orientation meetings
Teachers turn in program requests
Individual university student assignments are made
Pre-service workshops for university students
New program offers made to schools
New program offers accepted by individual teachers
School JEP orientation for university students
Students start JEP assignments

D. WHAT CAN JEP DO?

We started our university-community school partnership with two splendidly vague goals: to help make university education more relevant to student needs and to be helpful to the schools and community. After five years of experience with the project, we can offer a tentative list of some of the more specific objectives which can be accomplished by JEP.

For the University:

1. JEP provides a vehicle for establishing an urban dimension to undergraduate curriculum in a wide variety of disciplines and courses.

2. It offers opportunities for students to learn course concepts, methodologies, and applications through teaching them.

3. It provides a laboratory in which students can practice and improve skills being studied in university courses, and to be participant-observers in a community setting.

4. It enables some students to relate course content to their own major fields of study or career goals. (Students from 50 different majors participate in JEP.)

5. It creates small learning groups (mini-course teams, USC student and community students or parents) which are sometimes a welcome change from large lecture classes or even "small" classes of 25.

6. JEP offers students an opportunity to assume real responsibility and become involved in addressing real community needs now rather than to wait until after graduation which may be several years away.

7. It gives students a chance to know people from different backgrounds, to assess their own attitudes or values, and to gain insights which can help in formulating career goals.

8. It also offers students opportunities to make new friends in the university and community, a not insignificant value in a large university.

9. The project provides an internship in the administration of community programs for JEP student Program Assistants.

10. It enlists a sizable adjunct faculty who have important contributions to make the education of university students. They include community school students, teachers, and parents.

11. It enables university faculty members to perform a valuable community service while at the same time contributing to their educational objectives for their students.

12. It provides cooperating resources and an institutional framework to facilitate some kinds of applied research by graduate students and faculty.

13. It also provides a framework for the economical development and testing of new university curricula in many disciplines.

For the Community Schools:

1. JEP provides supplementary assistance to meet the needs of individual teachers and classes.

2. It helps individualize instruction for students.

3. It provides enrichment programs through a variety of mini-courses derived from university courses.

4. It offers small group activities which encourage creativity and cooperation.

5. The project provides bilingual programs (ranging all the way from slightly to fully bilingual depending upon the Spanish skills of the university students).

6. It offers multicultural programs.

7. It gives students a chance to assume real responsibility and to help others as tutor-trainers.

8. JEP also offers students a chance to get to know people from different backgrounds and with varied interests and career goals.

9. It provides parent education programs.

10. It offers programs which encourage and facilitate parent and other community involvement in the schools.

11. It enlists a substantial adjunct faculty who have useful contributions to make to elementary and secondary education.

12. Finally, it provides cooperating resources and an institutional framework for developing and testing new kinds of pre-college curricula and programs to serve students and the community.

For Everybody:

1. The project provides a framework for collaboration and sharing of ideas among many departments within the university in order to strengthen university education and assist the community.

2. It links education at a college and pre-college level in many subject areas.

3. It provides a bridge between town and gown, or more specifically between people in an urban university and the residents of an inner-city community, and creates a great deal of friendliness and good will among them.

In sum, we found that by ignoring the artificial distinctions between "higher" and "lower" education, between campus and community, and between teachers and learners, we have created a community of co-learners which can accomplish a considerable number of things.

It can do them, we should note, for a relatively modest cost. The reason is that from the beginning we pursued a strategy designed to assure that whatever we did in JEP would make economic use of scarce resources.

E. THE JEP STRATEGY

The question we and several hundred people in other colleges and universities were asking in the 'sixties and early 'seventies, was "How can we make education more relevant for students and be of greater service to the community?"

As everybody knows, there are an almost infinite number of possible answers to that question. The needs for helping people and programs in the urban community, particularly in an inner-city community, are practically limitless. Opportunities for university faculty to offer assistance and for university students to undertake educationally valuable assignments exist in practically every kind of urban institution and setting in every part of the city. When the service is free, as it is with help provided by student volunteers, the demand for it is virtually infinite.

The question then is not simply what are the possible ways to involve students in the urban community and assist that community. It is how we can allocate a virtually fixed supply of university resources to meet an unlimited demand and do so in a way which will maximize the benefits to university students and to the community. The university resources with which we are concerned are faculty and student time, facilities, and budget money. Every time we opt for one kind of program or another we are making an economic choice as well as an educational one.

There are many factors which encourage uneconomic choices. The three most important are: the compartmentalized structure of the university; the fact that requests for aid come from numerous, scattered agencies in the community; and the piecemeal, short term methods of funding of specialized or limited projects by foundations and government. The combination of these factors can easily lead to the proliferation of many small, geographically scattered, un-coordinated, shortlived, and often uneconomical undertakings.

Left to follow their natural course they can help produce a college or university community involvement which includes: faculty members from one department conducting a two-year pilot project in one part of town; a student-run tutoring program in several schools, a community center, and a park somewhere else; and possibly a field assignment project which sends individuals students hither and yon on semester-long assignments.

There might also be several on-campus service projects launched by a special department for community service with very little tie-in to the regular educational programs of the institution. In addition, students from many departments and courses probably go into community agencies to observe and interview people. While the students might

derive educational benefits from observations they make and papers they write for university courses, they take up the time of busy agency people and provide no reciprocal service or help to the agency or community. Each of these undertakings serves some useful and valid purpose, but the combination certainly does not maximize benefits to the college and community for the amount of resources involved.

Of course, there are many splendid, economically sound, and viable university-community projects. However, it is also apparent that there are cases where university resources are not used to the best advantage for the university, the community, or both.

When a college or university becomes involved in working with an inner-city community, there are other than economic considerations which must be taken into account. There needs to be meaningful input by community residents into programs in order for them to be acceptable to the community and to survive. This poses all of the same challenges which were encountered by poverty programs in the 'sixties. The temptation to offer programs of service by the university on its campus for the community is great, but so is the cost. Because they are essentially university programs, there is likely to be little involvement of community resources and so the university must provide most or all of the necessary resources, including its facilities.

Before JEP was started we made a list of some of these cost-increasing and benefit-reducing elements which were evident in university-community programs and of the factors which could discourage people from participating in such projects. Then we simply turned each one around 180 degrees and came up with a list of guidelines for developing what we hoped would be a viable and economical university inner-city community project.

There is nothing remarkable about any of these guidelines. Programs all over the country follow various combinations of them. What we did with JEP was decide to put them together and to follow all of them in one project.

1. *JEP will be a permanent partnership between the university and a group of nearby community schools.*

We wanted an institutional linkage with the community which was relatively permanent, so that we could build a strong, efficient, and effective working relationship. It would permit us to reduce tooling up costs on individual programs and achieve economies of continuity.

Too many college-community programs launched on the basis of short-term funding have simply gone out of business after their special funding stopped because there was no ongoing institutional framework within which they could be continued or disseminated. A pilot project

which is neither continued nor replicated is a costly exercise, and one which we wanted to avoid if possible.

Developing new kinds of university educational programs means modifying course curricula. The only way one can expect professors to invest their time and effort in designing new urban-oriented curricula which involves use of community resources is if access to those resources can be assured on a continuing basis.

A partnership implies a sharing of resources, and we hoped to enlist community resources to contribute to university goals as well as to serve the community. Partnership also implies some equitable sharing of benefits. Such an arrangement precludes developing a strictly "community service" project which yields no benefits to university education or research, and might even constitute an inappropriate use of university resources. It also excludes the kinds of "urban education" projects which use the community for the education of university students but give nothing in return, at least in the short run.

There were a great many reasons for selecting the schools as the kind of institution with which we should build a partnerhsip. They are not only permanent institutions in the community, they appear to offer the largest number and variety of possible involvements for college students with many different interests, skills, and goals.

Schools are accessible to virtually everybody in their attendance area and so offer a splendid base for all kinds of community serving and community development efforts. In California, schools are designated by law as community centers and their facilities are available to all community groups. Since schools are among the most accessible of community institutions and they are also relatively ubiquitous, they offer an ideal site for developing program models which can be widely replicated to meet urban community needs.

Another important reason for our choice of schools is that they appear to have more community involvement in their operations than most institutions in the inner city. Every school in our community had a citizens' advisory committee which participated in decision-making on goals and programs. The schools actively sought parent and other volunteers and were working to find ways to better serve their own distinctive communities. There would be a fair chance, then, that whatever programs might be developed with the schools would be acceptable to community residents and might even help the schools in their own efforts to strengthen linkages with their communities.

This does not mean that we had anything against partnerships with hospitals, social welfare agencies, the Probation Department, or City Hall. Actually, various partnerships, and highly successful ones, already exist between individual professional schools of the university and such institutions. It was only that we were seeking an appropriate

agency through which we could relate to the needs of everybody in an inner-city community and reformulate undergraduate curricula for students with a wide range of interest and needs. For this purpose the schools seemed to be the most logical partners.

2. *For the most part, partnership programs should be located in community schools.*

Basing programs in school rather than on the university campus would encourage the greatest possible involvement of community people and other non-university resources, and maximize the benefits to the community for any given input of university resources. Some community residents have a fairly clear picture of the university as a veritable cornucopia overflowing with coin of the realm. While they may be greatly in error, it still seemed highly unlikely that inner-city residents would volunteer their assistance to programs run by the university on its campus.

Programs based in the community's schools by definition use community resources. Further, as programs are developed the proportion of total resources necessary to conduct them which comes from the community might be increased. Some programs could ultimately become viable school-community efforts with little or no dependence upon university resources. In this way the partnership might contribute to community development rather than simply providing a continuing service.

Anyone who has tried to borrow a university hall, tennis court, or conference room knows that these facilities are pretty well booked up for regular university programs. There is a definite limit on the availability of such resources, particularly at the times one most wants to borrow them for community-related programs. To the extent that a community program is dependent upon their use when they are not being employed for educating university students, it is severely constrained. There is a very narrow limit on the amount of service which can be rendered to the community. University facilities are best used not as the base of operations of a community program, but for activities and events where they can make a unique and distinctive contribution to programs which are otherwise based in the community.

3. *Schools selected for participation should be as close as possible to the university campus and limited in number.*

When college students undertake field assignments in an institution which is twenty or thirty minutes away from their own campus, many hundreds of people-hours a year are devoted simply to driving. This time could be spent more productively in work of educational value in the community.

Proximity of the university and partnering schools permits students and their professors to get to the schools almost as readily as they can get across a large university campus, and allows school people to come on the campus with a minimal expenditure of time.

Limiting the number of participating schools is essential for developing a permanent partnership. A field placement project sends a few students to many different community institutions and the only people who get to know anyone in an institution well are a handful of students who will probably be gone at the end of the semester or school year. A continuing involvement that places a great many students in a few schools year after year enables many of the permanent residents of the university to gain ever increasing knowledge and understanding of those schools and how to work with them.

A large program in any one school can become a visible and valuable part of the school's operations. Staff, teachers, and parents will find it worth their while to allocate time and resources and establish policies and procedures which will assure its success. Within the framework of a large program which has many clear successes they will be more willing to tolerate the inevitable mistakes and failures and to experiment with new ways of doing things. If practically everybody in the school has established good rapport with some university people and works effectively with them there is a good possibility that whatever activities are undertaken will have the best possible chance of success and of being continued.

4. *In the university the partnership should be open to all departments and faculty members whose disciplines and students can contribute to and gain from participation; in the schools it should be open to all teachers and other staff members who would like to take part.*

We did not really know what any department, discipline, or individual university faculty member might contribute to a university-school partnership or which students in their classes might benefit. The only way to find out was to issue an open invitation to everybody. The same reasoning applies to involvement of community school staff members. Further, the open invitation to participate had to be given every semester, because at different stages in the professional life of professors or teachers or in the development of the partnership, it might become advantageous for them to participate, even though it might not be at the outset.

In addition, of course, the open invitation was essential to creating a program which was multidisciplinary and hence of greatest potential value to the school and community.

5. *Participation is voluntary and project components within the schools are planned jointly by participating community school staff members and/or parents, and university faculty members and/or students who carry them out.*

People do their best work at something they really want to do. We wanted to be sure that professors, teachers, and students became involved in a particular program because it met their own perceived needs and that it was carried out in a manner acceptable to the actual participants. This would be a simple guideline to carry out, since the project staff had no authority whatsoever over any instructor, so we could be sure all who participated did so because they wanted to and only stayed involved as long as it served their purposes and needs.

6. *To the greatest extent possible, faculty and students should be involved in the partnership as part of their regular teaching and learning responsibilities.*

This guideline assures that programs contribute to the teaching and learning goals of participants. It facilitates engaging university faculty skills and knowledge in community service and school faculty skills and knowledge in the education of university students. It increases the probability that whatever programs are developed can be institutionalized within the participating institutions, simply by eliminating those which require special funding for faculty involvement on an ongoing basis and thus are too costly to continue after their developmental period is over. In this way we would have a chance of developing programs which could become a regular part of the ongoing business of participating people and institutions.

7. *To the greatest extent possible, every partnership activity should address some need of both university and community school participants.*

This excludes the kind of university programs which place students in community agencies to observe, investigate, and survey and take up people's time without giving any service in return. It also eliminates college programs of service to the community that do not serve any college-level education or applied research objective. It assures appropriate use of the university's limited resources and discourages activities more properly carried out by charitable, religious, and social welfare agencies. If every program within the partnership serves both the university and the community, total benefits are maximized, and both individual programs and the overall partnership have a good chance of survival.

8. *The partnership mainly mobilizes and uses in new combinations already available resources; for example, faculty members, students, parents, and campus and community facilities.*

Given enough supplementary funding to hire new people and buy equipment and materials, all manner of splendid programs might be developed. They might also be too costly to be continued after the special funding ended. Therefore, we wanted to concentrate on creating new groupings of people already in the university, schools, and community, new combinations of teacher-learners, and hopefully to create new educational production functions.

The corollary to this guideline is that project staff and funds should be used mainly to facilitate the mobilization and cooperation of the already available resources in participating institutions. The project staff would focus its efforts on recruiting people, coordinating the work of participants, and assisting in the development of program models and materials which enable participants to work together to achieve project goals. It might also do those tasks for which clear economies of scale can be achieved if they are done centrally, such as making student assignments and providing orientation programs and materials for participants.

9. *The partnership will have an advisory board with representatives of all participating groups to decide on general goals and directions.*

This guideline will help assure that whatever is done is acceptable to everybody concerned and that there is a continuing flow of new ideas to guide the growth of the partnership.

You have doubtless observed that many of these guidelines for our university-community school partnership delimit what can be done. We are not attempting the impossible task of meeting all of the needs of even the limited number of participating schools, only those needs which can be met as part of the normal ongoing business of the university. Nor are we trying to meet all of the needs of university students and faculty for involvements in the urban community, but only those which can be met while helping the participating schools and their own communities.

From the large set of mutually beneficial activities we have further limited ourselves to those which can be carried out at minimal incremental cost.

We put these guidelines together before starting JEP and have followed them ever since. They have enabled us to build a project of considerable size, encompassing a wide variety of programs involving a large and growing number of university, school, and community people, and accomplish a goodly number of objectives.

The process of developing our university-school partnership is not complete. Each year as we gain experience in working together and gain new participants we find ways to improve old programs and develop new ones which contribute to the goals of the participating institutions.

You may have noticed that throughout this entire chapter we have discussed JEP guidelines without mentioning a single specific program, or even program objective, activity, or participant who might be involved in a university-community school partnership. Another university, college, or community college working with a different group of commu--ity schools might follow the same guidelines and create a project which is quite different from ours. Other collaborating institutions have different sets of needs, goals, resources, organizational structures, facilities, and people. While they may conduct some programs similar to ours, they will doubtless also develop many unique and splendid programs which would be impossible for us and which we are not even capable of imagining.

If the same guidelines are followed, however, there is a good possibility that whatever programs make up some other JEP, it will have two useful qualities:

1. It will be economical in its use of scarce resources.

2. It will be mutually beneficial and therefore acceptable to all participants.

We do not have enough experience with replicating the JEP model to offer a money-back guarantee with it, but the costs of starting one are so low and the risks so modest, that we do commend it for your consideration.

PART II

A. HOW TO START A COLLEGE-COMMUNITY SCHOOL PARTNERSHIP

It doesn't take much to start your own college-community school JEP. What you need is:

1. A college dean or vice president who will encourage participation of faculty members and others as part of the institution's educational and community service mission, and provide an administrative home for the project.

2. A project director, half-time or more for 12 months. This person could be a college staff member already on board and familiar with the institution and the community, who is reassigned to work on the project.

3. A part-time secretary for 12 months, who might be borrowed from other assignments.

4. A budget to cover stipends for part-time student Program Assistants for two semesters. Assuming five PAs are employed for 540 hours at $3 per hour, the cost would be $8,100, unless they all happen to be eligible for the Federal Work Study Program, in which case it would be $1,620.

5. A budget for materials and supplies of about $1,000. Alternatively the project could be housed in an office which is willing to share a duplicating machine, some paper, and postage stamps.

If you are the project director, what you now need is a few weeks lead time before the semester starts. This will enable you to make some preliminary plans with school people and a few interested college faculty members and do a bit of essential paper work.

Start with a School

Contact the prinicpal of an nearby community school to explore the possibility of launching a partnership program. Select a school which is as close as possible to your campus. The only reason we can think of for picking a school more than two minutes by car from your campus is if your campus happens to be located in a highly affluent neighborhood. Then we suggest finding a school in the closest non-affluent community to the campus.

Principals are very hospitable people and on your first visit to the school you will probably get a full tour of the campus, be introduced to many of its staff members and programs, and learn something about its goals and needs. If the principal and other people whom you meet are genuinely enthusiastic about the idea of trying a joint effort, agree to work with them. We recommend starting with only one or two

schools. In that way you can really get to know them well and have a fairly large and smoothly running partnership underway before branching out to more schools.

Ask for an invitation to meet with the school's faculty at the next teachers' meeting in order to present the idea of starting a college-school partnership. That will give you a chance to discuss with the teachers the kinds of programs they would like to have and the reservations they might have about the proposed project. Emphasize that this is a strictly volunteer effort and that whether they participate or not and the kinds of programs they have will be entirely up to them. Don't promise any miracles. In fact, don't promise anything except to try to start programs which will be responsive to their needs.

At the same time, be sure to point out that what you are proposing is a partnership, and not a program to provide volunteer helpers to do anything that needs being done. The teachers will be expected to respect the college students' own educational objectives and provide them with guidance and assistance.

If the school's teachers indicate that they would like to give the project a try, there are only two more preliminary steps necessary at this point. Ask the prinicpal to appoint a regular school staff member, preferably an assistant principal, who will be able to spend a few hours a week as the school's project coordinator. (It is not a good idea to have a regular classroom teacher undertake the job because teachers are busy with their own students most of the time and not readily available to help college students.) Also, get invited to meet with the school's parent advisory committee or other parent group to explain the project, solicit their interest and support, and obtain their suggestions of possible programs.

Then Plan with College Faculty

Find five professors, preferably in five different departments, who are willing to make participation in your joint project an optional part of course work for their students. The only condition should be that students receive part of their course credit for participation and that every student assignment addresses some community school need.

Make it clear to potential college faculty participants that it is entirely up to them to determine the educational objectives for their students, the kinds of assignments which will be undertaken, and the way students' field assignments are incorporated into the class program.

Since you have already met with the school people, you will be able to offer professors some ideas for possible assignments their students might undertake which will both reinforce the regular course curriculum and help the school. You may also find some helpful suggestions to offer in this book. However, you will find that many professors have marvelous ideas for possible assignments--ideas that had never occurred to you. All they needed was to be asked.

Ask the professors who are interested in participating in the project to select their own student Program Assistants from among students who have already taken their course or who are majors in their own department. It would be desirable if a desk or departmental office could be allocated to the Program Assistant so he can easily be available to students and the professor and thus be of greatest help in administering the course JEP.

Assorted Other Tasks

Before you are ready to start your first semester of operations you should create a few essential materials. You will find many helpful suggestions of what to include in your materials in this book and in other JEP publications. They may need only a few changes to adapt them to your particular situation. You will need:

1. A Teacher's Handbook which includes: (1) a statement of project goals and guidelines; (2) suggested program ideas; (3) a list of teachers' responsibilities and helpful hints on working with college students; and (4) a teacher's program request form (see Appendix 7.)

2. A College Instructor's Handbook, which includes: (1) a statement of project goals and guidelines; (2) suggested program ideas; (3) instructor's responsibilities; and (4) suggested ways for incorporating student's project assignments into college course work.

3. A Student's Handbook, including: (1) project goals and guidelines; (2) assignment possibilities for college students; (3) information on student responsibilities and helpful suggestions on working with community school people; and (4) a form on which the student can indicate assignment preferences and time availabilities.

Keep all these materials as brief as possible including only the most essential information. Four or five pages should be long enough for a fine first edition of each one. In all three handbooks, encourage participants to invent their own assignment or program ideas to meet their own particular needs and objectives.

While colleges and schools are already inundated by forms and paper work, we have found that four kinds of forms are particularly helpful and can be most economically provided by the project office:

1. A Program Request Form on which teachers and other school staff members specify the kind of assistance wanted, convenient times, Spanish or non-Spanish language requirements, and any special conditions. This is part of the Teacher's Handbook. (See Appendix 7.)

2. A Master List Form on which teachers' program requests may be compiled. It can then be reproduced and copies given to all Program Assistants making assignments. One copy is used to record all assignments as they are made. (See Appendix 8.)

3. A Student Assignment Form which is filled out for each college student when she is given a specific assignment. One copy is given to the student, one kept by the Program Assistant who makes the assignment, one sent to the community school teacher, and the last copy is kept by the project office. (See Appendix 9.)

4. A Student Evaluation Form, on which the community school teacher can record hours worked and write an end-of-semester assessment of each student's performance in the school. (See Appendix 10.)

Once you have obtained the necessary preliminary agreements to participate from the school and college, recruited school coordinators and Program Assistants, and assembled the needed materials, you are ready to get down the business of launching the first semester's operations.

B. A FEW HUNDRED WORDS OF ADVICE TO THE DIRECTOR ON GETTING STARTED

Before we proceed with suggestions for organizing your first semester of operations, it might be helpful to take up a couple of crucial matters: how to begin recruiting college faculty, and what kinds of programs should be encouraged at the start.

Recruiting College Faculty Members

Given the fact that there are several hundred instructors in your institution, and you are only looking for five or at most ten to get the project off the ground, whom should you recruit? In this and in fact in practically everything you do to launch this undertaking, we suggest following the simplest, easiest course of action. Contact professors who teach courses that have the most obvious relation to field assignments in the schools. These include courses where college students are expected to learn skills which can be practiced, phenomena which can be observed, and concepts which are manifested in the school environment.

The social sciences and humanities are better prospects than the physical sciences. Courses which deal with communication skills are among the best possibilities. Established professional programs already have ties to appropiate field placements for students, so they are not the most logical ones with which to start.

Since you do not have an unlimited amount of time to recruit and plan with professors, we also suggest initially seeking out those who teach some courses with fairly large enrollments. That is because the need for activities which help individualize instruction for students is greatest in large classes. Further, you will find that you and your Program Assistants can do a better job of helping one professor with fifty students in the project than ten professors with five students each on project assignments.

We find there is a direct relation between the interest and enthusiasm of faculty members for the project and the amount of college student interest and involvement. Therefore it makes sense to start working with those professors who are the most eager to participate and have a clear idea of how JEP can contribute to their course program.

As time goes on, the project becomes more visible, and its values more apparent, other faculty members will become interested in what you are doing and be ready to join in the enterprise.

Programs to Start Off Project

When you first launch your project, concentrate on assignments and

programs which are fairly simple and easy to administer. There are plenty of mutually rewarding assignments which can be undertaken by university students in the school which take a minimum of training and require very little administrative support. Start with these, not only for their own value, but because they provide a fairly risk-free way to get college and school people acquainted with one another and to work out administrative procedures for the project.

As the partnership becomes better established you can venture more complex programs, ones involving many different groups of people, complicated scheduling, or special administrative support. You will then be able to handle more innovative, experimental ventures.

The same suggestion applies to evaluations. Initally use the simplest, least bothersome procedures to assess progress. Do not weigh down individual people, programs, or the project as a whole with a massive evaluation effort. There will be plenty of time for that when the project or its component parts are more fully developed.

Follow the Guidelines

As the above suggestions follow the course of least resistance, they should be fairly easy to follow. Where you might have some difficulty is in making sure that the JEP guidelines are followed. We assume of course that you are totally committed to them by now. The problem is that there is only one of you.

Practically everybody you will work with has never seen a JEP before and might not even recognize one if they saw it in broad daylight. They might look at it and see a volunteer tutorial project, a field assignment project, or almost anything else except a JEP. With the best of intentions they will try to lead you astray to create something other than a JEP.

Remember that one of the reasons for formulating the JEP guidelines was to overcome the factors which led to the formation of scattered, uneconomical, and shortlived projects. Those factors are still operative. There are still unlimited community needs and limited college resources. These are the given conditions which nobody is going to change, not for a while anyway. As director of a small, barely-off-the-ground project you certainly cannot change these forces. Further, the only college resources whose allocation you can definitely determine are probably a few hundred dollars in a materials and supplies budget.

What you can do is decide what kinds of activities you will encourage and assist, and which you will refer elsewhere for encouragement and assistance. You note that we do not suggest discouraging anything, because there may be some things which people want to do that are not suitable for JEP but could be perfectly appropriate for some other project or in some other setting.

At regular intervals college students will ask if they can undertake a field assignment in a non-JEP school in some other part of town, closer to home, in a clinic, hospital, or community center. Of course they can, but it can't be a JEP assignment. JEP only make assignments in JEP schools. If you start spending time making arrangements for field assignments hither and yon in all kinds of agencies, you will not be building a university-community school partnership but a field placement project. Refer the student making this kind of proposal back to a professor to work out whatever non-JEP plan is acceptable to them both.

Very soon you may find calls to the college from non-participating schools, health centers, church tutorial projects, and assorted agencies and individuals will be referred to you. Someone had told them that your project is a source of volunteers and they would like to have some volunteer helpers. You might refer them to the city's volunteer bureau, or even to a college department not participating in JEP. If you start trying to respond to all of these requests, you may soon find yourself fully employed directing a splendid volunteer bureau, but it certainly will not be a JEP.

You will be visited by college students who want to conduct surveys of student, teacher, or parent attitudes on all manner of subjects for course projects. There will be students who need to observe for four hours in each of three different grades in the community schools as part of a class study. Some kinds of needs for student access to the community school can be restructured into an assignment which also serves a community or school need. Others which merely take up people's time and offer nothing in return cannot be turned into a JEP assignment. Suggest that these students research their own neighborhood or dormitory.

The other side of the coin is that you will find community school people requesting assistance which does not really contribute to the project's college educational objectives--providing clerical help to a counselor, correcting multiple choice tests, putting library books back on shelves. Some of these requests can be converted into JEP assignments by the simple expedient of having the college students train community students to carry out these tasks. A considerable amount can be learned by college students in the process of developing and carrying out a training program for younger students. In some cases, however, you may simply have to suggest that the school use parent volunteers or paid aides to carry out jobs which are inappropriate for JEP. After a while people will learn that JEP does not provide free access for college people to do anything in the schools or for schools to obtain every kind of help they could possibly need, and the number of these requests will diminish.

Be Cheap

We must admit that our favorite guideline is the one that calls for using existing already available resources, and its corollary that project staff and funds should be used mainly to facilitate the mobilization and cooperation of those resources. After all, you are not trying to do everything, but only everything which can be done economically by using new combinations of people and other resources which are readily available.

Until you have fully established your project's reputation for stark poverty and creative frugality, participants are apt to ask how much of a budget they can have to carry out a proposed program or assignment. Invite them to explore the library of audiovisual materials, to make their own, or better yet help the community students or parents make their own instructional materials. An almost unlimited number of subjects can be taught via a walk in the school neighborhood, and it is a much cheaper program than one requiring the charter of a school bus. If the school doesn't have a film projector, borrow the college's; if the college doesn't have one, borrow the school's.

As the project becomes established and a few simple programs are running smoothly, you can use creative frugality to make new kinds of program models and expand existing programs. A job that normally takes one fairly experienced person could be divided into several specialities and carried out by teams of less experienced college students alone or with community parents. A program which is initiated by a professor, a few students, and a teacher could be continued by the teacher, a few other college students, and perhaps a couple of parents. You will soon find it possible to accomplish the same program objectives with several different people combinations. By assessing their relative costs, effectiveness, and replicability you may come up with the most cost-effective model and make a uniquely useful contribution to your own project goals and to the community. That, however, is advanced JEPing, and we are concerned here with getting started.

Start by doing what can be done most readily with these faculty members who are most ready to be involved. Articulate and diplomatically defend the guidelines, and especially do not buy anything when a perfectly good substitute can be found or made.

C. THE FIRST SEMESTER IN A NUTSHELL

Here, in more or less chronological order, are the main tasks which need to be done during the school semester. The actual scheduling of various activities will depend on what is most convenient for everybody concerned.

1. Orient Program Assistants (before college semester begins).

Schedule a one-day planning session when you will introduce PAs to project goals, guidelines, procedures, and program possibilities. Orient them to their responsibilities and help them prepare to carry out their various tasks. (See Appendix 3 for a suggested PA job description).

2. Hold professor-PA planning conferences (the week before the semester begins).

The project director, professor, and PA assigned to the course meet to plan the role of JEP in the course, when and how JEP will be introduced to the class, the assignment procedure to be followed, and how the PA and instructor will work together throughout the semester. (See Appendix 5 for suggestions on defining the role of JEP in course programs).

3. Introduce JEP to participating classes (first week of the semester).

The professor and PA tell class about the project, the assignment opportunities, the role of JEP in this particular class, and when and where assignments will be made.

4. Orient teachers and collect program requests (also week one of fall semester; but for spring semester, preferably before the semester begins to allow more time for assembling master lists of requests).

The school project coordinator and project director conduct a brief orientation meeting at which teachers receive their handbooks, assignment possibilities and teacher responsibilities are discussed and teachers fill out and turn in Program Request Forms. Teachers' requests are then compiled into a Master List of requests for each school.

5. Make student assignments (second and third weeks of semester).

This should be done at one location for all students so assignments can be recorded on Master List as they are made. Program Assistants help students select assignments which are appropriate to their courses, their own interests, and their time availabilities. They give each student her copy of the completed assignment form which includes date of school JEP orientation. At the same time students can find out about dates and times

of preservice workshops, and carpools can be arranged for those who need transportation.

6. Preservice workshops are held for all participating college students (third and fourth week).

At least two workshop sessions should be scheduled for each type of program assignment to be sure all students can attend. They may be conducted by the project director, School Coordinators, or others in the schools, and also eventually by experienced PAs. The purpose of workshops is to help students articulate their own objectives, learn about responsibilities of their specific assignment, prepare to plan work with teachers, and acquire a few basic skills which will be needed in the assignment.

7. Hold school orientations (fourth week).

School Coordinator plans meeting to introduce college students to the school, its resources and staff. Students meet and begin planning their semester's work with their assigned teachers.

8. Students meet community school class.

Students begin their work in the schools their first assigned day after the school orientation. We have found it helpful for that to be a session when the college students carry out a get-acquainted game with the community school class and spend part of the time making directed observations of the class and teacher in action.

9. Hold two inservice workshops (weeks 7 and 8, and 12 and 13).

Workshops or individual student-PA conferences are scheduled to help students in each kind of assignment plan activities, learn about available resource materials, and work out problems. Workshops also provide students an opportunity to share and reflect on their experiences in the schools.

10. End-of-semester evaluations are made (week 14).

Teachers evaluate the work of the college students assigned to them. College and community students may be asked to evaluate their own experiences in the project as well.

11. Hold other needed meetings and conferences.

In order to be sure everything runs smoothly and all participants' objectives are being met it is a good idea to arrange for several kinds of special meetings.

- Project director, Program Assistants, and School Coordinators meet weekly or twice monthly to make plans and work out problems.

- Individual professors and their PAs confer as needed to assess progress and be sure students' course objectives are being achieved.

- PAs are available to help students during regularly scheduled office hours.

- School Coordinator and project director meet briefly with all participating teachers at mid-semester to assess progress and agree on improvements needed in project.

- School Coordinator is available to meet with teachers and college students to help with their programs as needed.

- Coordinators and PAs visit school classes to see programs in action, to offer encouragement and help as needed.

We have one more suggestion. Before scheduling anything, make up a calendar which includes important dates both in the college and the school calendars and plan your schedule of activities around them. A combined school-college-JEP calendar will not only be helpful to all participants, it will make you feel like your project is a regular part of the ongoing business of the college and school, which, in fact, it now is.

D. YES, JUST ANYBODY PARTICIPATES!

Why We Do Not Screen People Out

Possibly you noticed in the last chapter that the list of essential activities for a JEP does not include a screening procedure for anybody. Our guidelines say that all teachers in the project schools and all professors are invited to become involved, and so are all students in participating college classes.

The only selection process is that by instructors and students themselves who decide each semester whether or not they want to become involved and take on the obligations that go along with their particular roles and assignments.

When we first started our JEP, this arrangement aroused horror in the hearts of some perfectly rational people. What if students signed up for the project who simply wanted to get out of some alternative college class assignment? What about students who are not doing well in their other course work? Especially, what about students who have condescending or even racist attitudes? Should there not be some way to screen them out?

We rapidly realized that there was no way to predict who would or would not do a good job in the schools. One student who was exceedingly shy and inarticulate when talking to a JEP staff member in the university might turn out to be an empathetic, enthusiastic, and creative tutor or teacher for a small child. Another student who appeared at first to be competent, articulate, and able could end up causing constant problems for a mini-course team because she had trouble working cooperatively with other team members.

If we excluded someone whose grades were not up to par, we might deprive him of an experience that will give relevance to some college course and motivate him to make a greater effort in his studies.

If we screened out people with undesirable attitudes we would most certainly exclude the very students who could gain the most from working with and getting to know people with a different background from their own.

The Outcome

Full of confidence that when different kinds of people meet together to work on some common task good things are bound to happen, we chose not to screen anybody out. From the very beginning, when it must be admitted our students received a very perfunctory orientation for their assignments, good things did occur. Some university students may have gotten in the project for the wrong reasons, but they made friends with the

community school students and continued and completed their assignments for all the right reasons. From the very first semester the work of an overwhelming majority of students was evaluated as satisfactory or better by the teachers with whom they worked. After a few semesters the proportion of students receiving these evaluations surpassed 90%.

The quality of JEP programs and its value to participants improved year by year, not because we prejudged who should participate, but because gradually individual participants learned to work more effectively in the project. Teachers realized that JEPers were neither parent aides or practice teachers, but undergraduates with their own specific academic objectives which they needed to achieve and unique contributions to make to the classroom. Professors with no previous experience in the community became increasingly adept at guiding their students. As the project staff gained experience they were better able to help all participants.

Handling Problems

Even in the most exclusive of projects, problems do arise, so a non-exclusive project is apt to have a few problems, too. Occasionally a university student and teacher who are assigned to one another are unable to work out a mutually acceptable plan of action for the semester, or simply do not get along with one another. Then we try to find a different assignment for the student and another JEPer to work with the teacher.

Sometimes all members of a mini-course team do not mesh into a splendidly cooperative group. This is not surprising since most teams are brought together because four or five people who want to undertake the same kind of mini-course all happen to be available to go to the school at a particular hour and day of the week. They often never even met one another before they came to their first workshop to plan the mini-course. When there are problems, their Program Assistant will work with the team members individually and with the group and try to help resolve them. If they cannot be resolved, the team might be split into two teams or one member given a separate individual assignment.

Every semester JEP brings together literally thousands of new groupings of people who have never met before. In an overwhelming proportion of cases they are successful matches, not because the project staff are scientific matchmakers, but because of the goodwill and motivation of the people involved. If for any reason the wrong people are matched, we simply make whatever adjustments we can to straighten things out.

Non-Problems with Numbers

Following our JEP guidelines of encouraging almost unlimited university participation but strictly limiting the number of schools involved, we have anywhere from 100 to 200 university students working in a single school. We have often been asked how the schools put up with such a sizable invasion by university students. The answer is "very nicely." The most frequent complaint we hear about the project is from school staff people who did not get as many people and programs as they had requested through JEP. Each semester over 1,000 students are assigned to the schools, but it would take almost twice that number to fully respond to all of their program requests.

Also, if one teacher who asks for JEP assistance does not get any but the teacher in the next room has several programs, the first teacher is apt to become upset or suspect a conspiracy. Therefore, we have to make special efforts in assigning students to try to assure an equitable distribution of programs among teachers and classes.

There is one limitation on our open door policy for students. All students must participate as part of regular course work. This is in line with our guidelines and helps assure that the project is of greatest possible educational value to university students and to the community schools. It also reduces to a minimum (but unfortunately not to zero) the number of college students who sign up in a burst of enthusiasm at the beginning of the semester and then when mid-term examinations or important social engagements come up drop out of the program. Once students agree to participate in the project they are expected to fulfill the responsibilities they take on. For most assignments their responsibilities include one or more regular weekly sessions in the community school. Any session missed must be made up within two weeks, and more than one unmade up absence we consider to be an incomplete assignment. This tends to discourage any students from participating who have a casual attitude toward taking on responsibilities. There are, we regret to say, a few who fall into this category.

Based on our experience, however, we strongly recommend keeping an open door to the project for all students in all participating classes. You never know in advance which students will be the ones to make a unique or outstanding contribution to your joint enterprise. Nor can you predict for which college students the community school's pupils, teachers, and parents can make a unique and outstanding contribution in terms of their personal growth and education. There are few risks and many advantages to giving everybody this opportunity to learn, grow, and find out what they can do.

E. DEFINING THE ROLE OF JEP IN THE COLLEGE COURSE

Each participating professor should define the role of JEP in her or his own course. The main aspects of the program which need to be defined are:

- Objectives for course JEP assignments
- Types of assignments and time required
- Ways of integrating JEP into the course
- Evaluation and course credit

Objectives

What can students be expected to learn in their field work which relates to a specific course? (Some possible objectives are suggested in Part I Section D of this book.) Will students be expected to observe and draw conclusions about the community? If so, on what should they focus? Is it desired that they get to know and work with one child and help him or her with problems? Are students expected to learn through using or teaching skills and knowledge they are acquiring in the course?

Here are some sample objectives for students in college courses on JEP assignments. The student will:

- Practice the forms of conversational Spanish used by people in the Los Angeles community.
- Maintain a weekly journal in which she identifies an educational or other problem a community student is experiencing, describe a plan for helping the student overcome the problem, and the success of the plan.
- Identify and describe the values and/or lifestyles of persons outside of his peer group.
- Describe features of social institutions such as the schools which may facilitate or impede social change.

Types of Assignments

Decide upon one or more types of field assignments which will help students meet course objectives. Of the four most common types of JEP assignments, tutors, aides, Pals, and mini-courses, each entails unique responsibilities, and each offers a special type of interaction with people in the community. Here are some of the kinds of assignments which have worked well in the USC-JEP for various departments.

- Anthropology, Classics, Economics, Ethnic Studies, Geography, Health, History, Mathematics, Philosphy, Political Science: Mini-courses provide an opportunity for students to learn concepts and applications through teaching them. Serving as an aide in a course subject offers a similar experience.

- Sociology, Psychology, Urban Studies: Individual assignments such as tutoring or serving as an aide or Pal help students get to know others on a one-to-one basis, to learn about social settings and processes, and about the community.

- Spanish: Almost any bilingual assignment provides opportunities to practice language skills; it could involve working with Spanish-speaking children or adults, or teaching conversational Spanish to non-Spanish-speakers.

- Communication: Pals and tutoring enable students to practice and improve communication skills on a one-to-one basis.

You can invent assignments to meet specific course objectives, but be sure they conform to the guideline of addressing a perceived school need as well as college education objectives.

In Appendix 4 there is a brief description of each of the main types of JEP programs and the possible time commitments for each.

Integrating JEP into the Courses

There are a number of ways in which JEP experience can be built into the course program. It might provide a basis for class discussion, student journals, oral reports, or a term paper.

We have found that the best results in terms of the quality of student work in the school and the value of that work in achieving course objectives are obtained when students have regular opportunities to discuss field work during class time or at separate conferences. Integrative activities should include ones which prepare students to observe whatever it is they should be looking for in the school and community setting. Later they will benefit from opportunities to discuss how their observations and experiences relate to concepts being studied in the course.

If JEP is to be offered on a optional basis, it should be determined what part of regular course assignments it will replace for participants. Some professors may chose to have JEP assignments replace a midterm examination, final paper, or another kind of term project. It is a good idea to try to equalize the course work load between JEP participants and non-participants.

If an entire class is involved in the project it is easier to make integrative activities a part of regular class work. It may also be possible then to use some regular class time for field work so that all students go to the community school together. This simplifies assigning, car pooling if that should be necessary, and also makes it possible for the instructor to observe students in their community school classrooms.

Evaluation and Course Credit

As with every other aspect of JEP, the procedure for evaluating students' work will vary between courses. The method used by each college instructor will depend upon the role of JEP in the course program, course objectives for JEP work, the kinds of reports or other materials produced by students and the criteria for judging quality of work which the instructor considers to be most important.

Feedback which college professors might use to evaluate JEP assignments include:

- The community school teacher's end-of-semester evaluation of the student's work;
- Oral reports or 5-to-7 page written reports relating the JEP assignment to course content;
- Lesson plans or other materials developed and used by the students in the JEP assignments;
- Student journals or logs;
- A final examination question relating JEP work to course content.

Criteria for evaluating the feedback may include both the quantity of the work and the quality of the students' efforts.

Whatever methods of feedback and criteria may be used for assessing and grading students' work, it helps avoid misunderstanding if they are made clear to students before the JEP assignments begin.

You will find that each semester as a professor gains experience in working with the project, he will find more effective ways to integrate JEP into the course program as well as to make the project more helpful to the schools.

F. WORKING WITH THE SCHOOLS

This short chapter is addressed to those project directors who are not familiar with the ins and outs of public schools. If you have ever been a teacher you are well aware of the wisdom we are about to impart, but please do not assume that all of your colleagues are equally experienced and informed. They will need a bit of orientation.

Some Inside Information on Teachers

Teachers, for those of you who have not had the opportunity to study them, are just like other people, only busier. Like other people they have a wide variety of abilities, attitudes, interests, needs, and goals. They also have different teaching styles, different kinds of classes, and each has his or her own set of needs for assistance. This is why teachers seem to welcome the fact that it is they who decide on what kinds of JEP programs they will have and when they will fit into the school day. For the same reason, we might add that it is not too wise to encourage or allow anyone else to request a program for a teacher who happens to be out with the measles. If anyone tells you "What Ms. Glutz really needs is a . . . JEP", no matter how expert or important your informant may be, thank her for the advice, ignore it, and respond to whatever request Ms. Glutz herself has made for a JEP program.

Now about the matter of busy. It is difficult for college people who are more than fully employed with their teaching and research to imagine that anyone else could be quite as busy as they. Teachers in the public schools are, and sometimes it is a more intense and wearing kind of busy than one finds on a college campus. Compare, if you will, the difference in intensity and involvement of presenting a 50-minute lecture for a class of college students to conducting a 50-minute lesson for 30 seven-year-olds who have not quite mastered the fine art of sitting still for more than three minutes at a time.

You are probably already aware of some of these realities, but it is important that you put this knowledge to work in your JEP. Do not expect teachers to attend two-hour meetings, read lengthy instructions, or fill out long questionnaires. They already have a full quota of these jobs. Only impose on their time for those tasks that are absolutely essential to the success of the project: their own orientation, planning with and guiding their JEPers, and an occasional short conference, meeting, or questionnaire to find out how things are going and get their suggestions for making improvements in the project. As your JEP proves of value to teachers, you will get to know increasing numbers of individual ones who are eager and able to do more. When you are ready to offer new kinds of programs, they are good people to contact first.

Helping College Students Work with Teachers

It is important for the success of any JEP program that college students plan with teachers and communicate effectively with them throughout the semester. We have found that some college students have trouble with this. For some strange reason a certain proportion of college students think teachers are people who should be heard and not spoken back to. They then have difficulty articulating their own objectives for their JEP work to a teacher, asking for help, and they certainly have trouble asking a teacher not to do something which is counterproductive. (Teachers, being human, will on rare occasions do things which do not contribute to the success of a JEP session.) For this reason it is a good idea to help prepare college students to plan and communicate with teachers as JEPers before they go to the school.

Elementary and secondary school teachers on the whole are a marvelous lot, and not only college students but their instructors should get to know more of them better.

About Community School Students

Students of pre-college age are somewhat different from college students. For instance they will not sit still for a 50-minute lecture or even a 15-minute one. They learn best by getting involved in active learning experiences. (College students do too but they are more apt to be willing to sit through lectures). For this reason you may need to get assistance from teachers, other school staff members, and people in your college who know about these things, to help JEPers plan activities and lessons which will work with community students.

Community school students very rapidly develop an attachment to their college tutor or mini-course team members and look forward to their visits. When a JEPer fails to arrive as scheduled or drops out, they are very disappointed. This has to be emphasized because some college students have a casual attitude toward attending even their own regular classes. If they miss a college class for any reason, only they are affected. If they miss a single JEP session in the community school some youngsters may be sadly disappointed. (They also give the project a bad reputation among community school teachers.)

The community school is different from a college. They have rules about taking students off campus, about chewing gum, and various other matters. College students need to learn and abide by them. There is something else about a school which is worth noting. We recently asked a principal how everything was going with her school's JEP project. She said everything was marvelous except for one small problem which she mentioned to the USC student involved. He came on the campus and made a bee-line for his classroom speaking to no one en route. "We like to greet each other in the halls here," she said, "and we would like our JEPers to follow this friendly custom." There are, we decided, many nice things which people in large colleges can learn from a community school.

G. HOW TO MODIFY AN EXISTING PROGRAM

So far we have been suggesting ways to create a college-community school JEP partnership starting from scratch. However, very few if any postsecondary institutions are starting from scratch. Most have one, some have many programs in which students and faculty interface with the community.

There are field placement, tutorial, demonstration and pilot projects; single department and multi-departmental programs; student-run and administration-run programs; and there are programs based on and off college campuses. Some offer regular academic credit and some do not. Some are fully funded by the institution and others survive on tenuous year-to-year funding. Some yield considerable benefits to college education and only modest benefits to the community. Others are considered strictly "community service" or community relations programs and make only a minimal contribution to the educational mission of the college.

It is the purpose of this chapter to suggest ways in which such programs might be modified to increase their value to the college or the community or both. These ideas, not surprisingly, are based on the JEP guidelines. We hope these suggestions prove helpful not only for directors of projects which have problems, but of programs which are splendidly effective in terms of their own objectives. It may well be that the latter by extending their aspirations to other components of the college or to wider goals could increase their contribution to both the college and community.

We suggest that in going over these ideas you consider those which can be most easily and economically implemented in your particular situation at this particular time. Some ideas might sound perfect on paper and seem highly desirable, but if given the current status of your project and institutional environment they would be too costly, too risky, or too difficult, skip over them. The changes that are most apt to be viable and lasting may well be the ones which people are willing to undertake voluntarily as part of their normal jobs, because they are changes which they perceive as serving their own personal and professional goals.

- If a short-term demonstration or pilot project has initiated mutually rewarding relations with a nearby school, find ways to build on that relationship by adding undergraduate student participation from your and other departments in JEP-type assignments.

- If you have a field placement program with students in a wide variety of assignments all around the city, begin gradually to increase the numbers and proportion of students in a few institutions close by the campus in order to build a stronger continuing relationship with those institutions (and also save student time in travel).

- In selecting institutions with which to increase your involvement, favor community schools because they (1) are relatively permanent, (2) have a measure of community control which many other institutions do not, (3) provide an extremely wide variety of possible involvements, and (4) are logical centers to reach their entire communities.

- If a project is based on the college campus, it may be possible to move its base totally or partially onto community school campuses, so that limited college facilities do not act as a restraint on growth. The move will help increase community involvement and can result in larger total program benefits to the community without increasing costs to the college.

- If your program is limited to one or a few departments, invite faculty in other departments to participate by involving their students as part of regular course work.

- If the program is student-run, work with faculty and administration to build it into regular academic programs in order to benefit from faculty expertise. If it involves mainly faculty, find ways to involve students not only as participants working in the community, but as administrators and policy-makers.

- If academic credit is granted to students on an individual, negotiated basis, work with faculty to build student involvement into regular coursework. Select or design student field assignments which help achieve specific course objectives and activities which help students relate what is being learned in the community to course content for specific courses.

- If a program is run by the college for the community, begin a process of involving community people in planning and running the program and community resources in its operation, so it is gradually transformed from a community service project to a partnership. This will yield more program benefits for the same amount of college resources. It will also help assure that the program is what the community wants.

- If a program has been designed mainly to provide access for college students to the community, e.g, field studies, field trips, observation assignments, restructure it to increase the benefits which accrue to the community (without reducing educational value to college students). Place a "service" component into every educational assignment which takes a student into the community.

- If a program has been designed mainly to provide service to the community, connect it to one or more already established courses so as to increase educational benefits to college students.

- If your project is based in a department of the college which has a very limited mission, explore the possibility of moving it to an institutional base with broader interests. Administrative structures are not cast in concrete and are amenable to changes which will help the college.

Most importantly, do what can be done easily and comfortably with the people and resources available.

APPENDICES

JEP GOALS AND GUIDELINES

The Joint Educational Project (JEP) is a partnership between the college and a small group of nearby schools. Its goals are to:

1. Help make college education more relevant to the needs of students in an urban society, and help the college better respond to the needs of the community in which it is located.

2. To help the schools strengthen and enrich educational programs, and better respond to the needs of their communities.

The project matches community resources and community school needs for assistance to college resources and college student needs for experience in the community. Thus, participating institutions and people serve as teaching resources for each other in the process of joint education and recipiocal assistance. Each semester the project places college students on field assignments in the schools as part of their regular course work.

Our project guidelines have been established to assure that project activities are acceptable to all participants and make economical use of available resources. The JEP guidelines are these:

1. JEP is open to all college departments and faculty members whose disciplines and students can contribute to and gain from participation.

2. The JEP involves a limited number of community schools so it can have the greatest possible value to each participating school and its community. It is open to all teachers and other school staff members who feel their students will benefit from JEP activities.

3. Participation in JEP is voluntary and project components within the schools are planned jointly by community school staff members and/or parents and college faculty members and students who are responsible for their implementation.

4. Insofar as possible, JEP activities are integrated into regular course work for students and normal teaching responsibilities of college and community school faculty members.

5. Each JEP activity should address some educational needs of both community school and college participants.

6. To the greatest extent possible, JEP mobilizes and uses in new combinations already available resources; for example, faculty members, students, parents, and campus and community facilities.

7. Overall coordination and administrative support for the JEP is provided by the JEP office, but the shape and direction of each school's JEP activities are determined by the individual school.

8. An Advisory Board with representatives of the schools, community, and participating college departments, including parents and college and community school students, decides on general goals and directions for JEP.

WHO DOES WHAT IN JEP?

College Faculty Members:

- volunteer to participate with all or part of class
- define appropriate JEP assignments for students
- define role of JEP in course program
- receive assistance from Program Assistant and other JEP staff
- follow students' JEP assignments (with PAs)
- evaluate and give credit for students' JEP work

College Students:

- volunteer to participate
- with professor and JEP staff, choose type of assignment
- attend orientation, preservice, and inservice workshops
- carry out assignment weekly during semester
- fulfill course requirements regarding JEP

Program Assistants:

- are students, usually with previous JEP experience
- are paid, part-time JEP staff members
- are trained to assist in planning and administration of program
- are assigned to a specific academic department (or departments)
- conduct training workshops for students, and assist with problems and resources
- act as liaison between professor, students, JEP staff, and school coordinator
- assist in evaluation of students

Community School Teachers and Other Staff Members:

- volunteer to participate
- request JEP student assistance
- plan assignment activities with JEP students
- oversee activities in school classrooms or with children
- evaluate students' performance of assignment

Community School Students and Families:

- are participants in JEP programs as both learners and resource people

School Coordinators:

orient teachers
gather teachers' and school staff's requests for JEP students
assist in assignment procedures, orientation, training, and administration of school JEPs
act as liaison between JEP and schools
organize parent participation and support
administer school JEP evaluation process
direct JEP community outreach programs

Other JEP Staff:

help design, develop, and evaluate new programs in cooperation with professors, teachers, and students
develop curriculum materials for use by college students in community schools
design and implement training processes for Program Assistants and students as needed
assist faculty and students in planning assignments
offer resource assistance
prepare reports and publications for departmental and course JEPs
administer overall JEP program

WHAT DOES A JEP PROGRAM ASSISTANT (PA) DO?

A JEP Program Assistant helps in the organization and administration of JEP activities in the department where he/she is assigned. A PA may (1) work exclusively with one instructor, (2) assist all participating instructors in a department or, (3) be assigned from the JEP Office to work with instructors in several departments with small programs.

PAs work 15 hours per week. Their responsibilities will vary depending on the needs of the department's faculty and students and the size and nature of the JEP program it conducts. In general, PAs are responsible to:

1. Attend PA workshop the week before classes start, and attend staff meetings throughout the semester.

2. Plan semester's work with professors and other departmental instructors participating in the project; meet regularly with them throughout the semester to assess progress and iron out problems.

3. Set up and maintain regular hours in the department to which they are assigned or in the JEP Office.

4. Introduce JEP to participating classes the first week of the semester and provide preliminary orientation to the project.

5. Make specific student assignments and process changed and dropped assignments.

6. Arrange carpools for students needing transportation.

7. Sign up students to attend preservice and inservice workshops.

8. After appropriate training, plan and conduct preservice and inservice workshops for participating students.

9. Maintain regular personal communication with students throughout the semester. Assist them in obtaining needed resource materials, planning work, and solving problems as needed.

10. Maintain regular communication with JEP School Coordinator and teachers with whom students work. Visit school to learn about progress and problems.

SOME JEP ASSIGNMENT POSSIBILITIES

Mini-Course: A mini-course is a series of weekly sessions during the semester which involve community school students in fun-to-do learning activities. It is planned and conducted by a team of four to six college students who are assisted by their own instructor and/or JEP program assistant, a JEP resource person, and a community school teacher. The time commitment for team members includes: three one-hour workshops per semester, plus one hour for team-planning meetings and one hour in community school per week.

Pals: A Pal is a friend who spends two hours or more per week providing special attention to an elementary or junior high student. He/she is assigned to one student during the semester. A Pal plays games, shares ideas and feelings, and sometimes helps his/her friend with school work, but should not be confused with a tutor. Pals meet together in small groups for training and problem solving. The time commitment for a Pal is: nine one-hour training sessions per semester, and two 45-minute or one 90-minute sessions in the school per week.

Tutors: A tutor works with one or at most two community students throughout the semester, helping the students with reading, math, or some other subject. He/she works at building a good relationship with the student and helps him/her set goals and achieve them. Time commitment for Tutors is: three one-hour workshops per semester plus from one to three hours a week in the school depending on course requirements.

Teacher's Aides: A Teacher's Aide assists a community school teacher with a class in academic subjects, such as ecology, chemistry, journalism, health, physical education, and art or in an area of special school services, as an aide to the school's counselor, librarian, nurse, speech therapist or college advisor. The time commitment for Aides is: three one-hour workshops per semester plus from one to three hours a week in the school depending on course requirements.

Inappropriate Assignments: All JEP assignments must contribute to both college and community educational objectives. Therefore these assignments are not appropriate for JEP:

- Clerical work because this does not serve any college level educational objective.
- Observing in a community school class (except as part of preparation for regular JEP assignment), because this does not serve any community school objective.

An Important Note: Project participants are invited and encouraged to invent new kinds of JEP assignments and programs which are their unique skills and knowledge or meet their particular needs.

PA'S PLANNING WORKSHEET FOR JEP COURSE

Date_____

Course No. & Title_____

College Instructor's Name & Phone No._____

_____

TA (s) Name & Phone No. _____

_____

Class Meeting Days_____ Times _____ Room_____

Discussion Sections: note days, times, room nos., and instructor's name for all sections on back of this sheet.

Approximate number of students in class_____

JEP Program Assistant's Name_____

PA's Office Location_____

Home Phone_____Office Phone_____

PA's Office Hours:

Monday_____

Tuesday_____

Wednesday_____

Thurday_____

Friday_____

ROLE OF JEP IN THIS COURSE

Objectives of JEP work for this class

1. What might students be expected to learn that bears on subject of course? What skills will they be expected to use?

_____

_____

_____

Types of Assignments and Time Commitments

1. Types of assignments students will undertake:

_____

_____

_____

2. What is student's expected time commitment in the community school each week?

_____

3. What are other student time requirements, e.g. for workshops, orientation in school, preparation? Describe them.

_____

_____

_____

Evaluation and Course Credit

1. What are other JEP-related course requirements, such as weekly journal, paper, participation in class discussions? Describe them. Include any deadlines.

_____

_____

_____

2. What percent of student's course grade is determined by JEP work?

_____

3. Will students spending more time on assignment receive more credit?

_____

How will additional credit be determined?

_____

4. For "JEP Optional" course, what is the alternative assignment for those who do not participate in JEP?

_____

_____

5. How will student's JEP work be evaluated?

_____

Planning

1. To what extent may class time be used for any of the following? (If class has both lecture and discussion sections note this information for both types of class meetings.)

Pre and in-service workshops for participants

_____

Class discussions to help students relate what they are learning in JEP to course content

_____

Occasional short announcements relative to JEP

_____

Distribution of written communiques to class participants in JEP

_____

2. To what extent if any may students in JEP be excused from regular class time for any of the above? (In such cases JEPers would meet together during part or all of regularly scheduled class period for a workshop, discussion session, etc.)

_____

_____

INTRODUCING JEP TO CLASS

1. Scheduled Date _____ Time _____ Room _____

2. Length of PA presentation _____ minutes

3. Will special "handout" describing the role of JEP in this course be prepared? _____ Will PA prepare it for instructor? _____

4. What will PA emphasize in his/her presentation to class?

_____

_____

_____

ASSIGNMENT PROCEDURE

1. Assigning will take place between these dates: From _____ To _____

2. When, where, and how will PA obtain information about individual students' goals, interests, time availabilities, etc?

_____

_____

3. When, where, and how will PA make actual assignment and give student completed assignment form?

_____

_____

4. When, where, and how will PA report to instructor on completion of assignment process and any unresolved problems?

_____

_____

5. Any special assistance and resources needed by students:

_____

_____

6. Assistance and resources needed by college instructor:

_____

_____

7. Plans for PA-instructor communication throught the semester: (Note types of information instructor would like to receive, plans for conferences and for written reports by PA.)

_____

_____

_____

8. Special assistance for this course to be requested from JEP office:

_____

_____

_____

Follow-up Procedures:

Give copy of completed worksheet to college instructor to confirm plans, and another copy to JEP Office to be sure project staff provides needed assistance to PA and course JEP.

TO THE TEACHER-HOW TO ASSURE THE SUCCESS OF YOUR JEP

1. Requesting JEP Programs

   - Read the program definitions in this handbook and request the kind of JEP program you want on the basis of these definitions.
   - Be sure to fill out request form completely and indicating any special requirements you might have.
   - Feel free to invent a new kind of program to meet your specific needs and define it for us on a request form.

2. Getting Started

   - Welcome your JEPers at your school Orientation. Your enthusiasm and the importance you place on their JEP work influence the students' own attitudes and effectiveness!
   - Find out your JEP students' own objectives for their work in the school, their special interests, skills, and knowledge.
   - Inform JEP students about the needs, skill levels, and interests of your class or students with whom they will be working. Let them know if any of these students have serious emotional or health problems.
   - Discuss and agree upon objectives for their JEP work for the semester, and the activities they will carry out to help achieve these objectives.
   - Let them know what instructional materials and resources are available in the classroom and the school and the procedure for obtaining them.

3. Throughout the Semester

   - Offer suggestions for approaches, teaching techniques, and appropriate materials to help your JEP students carry out their assignments. Do not let them flounder about.
   - Communicate: Let them know what they are doing right as well as what they are doing wrong.
   - Evaluate progress with JEPers regularly.
   - Let the JEP student know in advance if there is a change in your school or class schedule which prevents him/her working as planned. The student's telephone number is listed on the Student Assignment Form.

- Record students' attendance and hours throughout the semester on the sheet provided for that purpose. Expect your JEPers to be business-like about attending, being on time, and carrying out assignments.

- Let your School JEP Coordinator know whenever a JEPer is absent or any problems arise with an assignment. Notify the student and the coordinator immediately if your class needs or schedule change or if for any reason you do not want to continue the assignment.

4. At the End of the Semester

- Complete an end-of-semester evaluation for each JEPer assigned to you and turn it in to the School Coordinator.

JOINT EDUCATIONAL PROJECT

SCHOOL STAFF MEMBER PROGRAM REQUEST

Each teacher or other staff member may request up to three types of programs. Please use one form for each type of program. (Your School Coordinator has additional copies of this request form).

M_____School_____

Grade_____Room_____Position or Subject_____

A. TYPE OF PROGRAM (Please check only ONE type)

_____1. Tutor: Subject_____
Total people hours per week_____
Maximum no. of tutors at a time_____

_____2. Teacher Aide: Subject_____
Total people hours per week_____
Maximum no. of tutors at a time_____

_____3. Pals: Number of Pals_____

_____4. Mini-Course: Subject 1st choice_____
2nd choice_____
3rd choice_____

_____5. Something else: please specify_____
_____

B. PLEASE CHECK IF:

Spanish-speaking skills or bilingual program is desired_____

C. ANY SPECIAL REQUIREMENTS OR COMMENTS?_____
_____

D. POSSIBLE TIMES FOR THIS PROGRAM (indicate all possible times in each day for the best chance to have your request filled; e.g., 9:10-10:30, 12:30-2:20, or whatever. PLEASE DO NOT JUST WRITE "ANY TIME"!)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Signature_____ Date_____

MAGNOLIA School JEP Requests

Non Spanish X

do=ditto=same time as previous day

No.	Description	Teacher	Gr.	Rm	Tl. Hrs Wk	Mon.	Tues.	Wed.	Thur.	Fri.	Max., Min., No
M1T	P.E. T.A.	Arroyo	5	16	2		1:15 2:15		DO		Both at same time
M2M	1. Me & My World 2. Bil. Storytelling 3. Multi-Crafts	Florio	4	49	-			1:15 2:15			S
M3T	Reading Tutor	Foster	6	19	3	10:30 11:30	DO	DO	DO	DO	
M4T	Reading T.A.	"	6	19	3	"	DO	DO	DO	DO	
M5T	Pal	Foster	6	19	3	10:30 11:30	DO	DO	DO	DO	
M6T	Reading Tutor	Frank	3	36	6	9:50 11:15	DO	DO	DO	DO	S
M7T	Math Tutor	Fredholm	K	46	2	12:30 1:30	DO	DO		DO	Max 1 time S
M8T	General T.A.	Katy	K	2	6	8:30 11:30		DO	DO	DO	Max 5 time
M9T	P.E. T.A.	Klein	1	20	2	1:30-2:30 3-4	DO	DO	DO	DO	Both at same time
M10M	Health	"	1	20	-	1:30-2:30 3-4	DO	DO	DO	DO	
M11T	Reading T.A.	"	1	20	6	12:30-2:30 3-4	DO	DO	DO	DO	Max 2 time
M12T	Math T.A.	Morita	2	31	2	3-4	DO	DO	DO	DO	Max 2 time
M13M	1. Oral Health 2. Bil. Storytelling	Nakagawa	K	46	--	9:10 10:30	DO	DO	DO	DO	
M14T	Math Tutor	"	K	46	3	"	DO	DO	DO	DO	Max 2 time
M15T	Reading Tutor	"	K	46	3	"	DO	DO	DO	DO	Max 2 time

Joint Educational Project
STUDENT ASSIGNMENT FORM

PLEASE PRINT LEGIBLY Date_____ Approved by Program Assistant_____

Student (last name first)_____ Class_____

Local Address_____ Local Phone_____
Number Street City Zip

Have you participated in JEP before?_____ If yes, how many semesters?_____ Major_____

Dept. & Course No._____ College Instructor_____

Assignment: Type_____ Subject_____

Assignment No._____ School_____ Hours in community school each week____

Day(s)_____ Time: From_____ to_____ No. of students in team _____

Teacher_____ Grade_____ Room_____

School JEP Orientation: Date_____ Time_____ Place_____

Have a car?_____ Need transportation?_____ Can offer ride to_____ people.

Notes:

1. More than one absence from this assignment during the semester constitutes an incomplete.
2. If for any reason assignment needs to be changed or dropped, student must obtain Change and Drop Form from JEP Office or PA and have it signed by teacher named above and by PA who made original assignment.
3. Copies: (1) Student, (2) Professor/JEP PA, (3) Teacher, (4) JEP Office

JOINT EDUCATIONAL PROJECT TEACHER'S EVALUATION

We urge you to discuss your evaluation with the JEP student. Please turn completed evaluation form in to School JEP Coordinator.

JEP Student _____

Assignment _____

College Instructor _____ Dept. _____ PA _____

School _____ Teacher _____

1. How many hours total did student work in the school this semester? _____

2. Number of absences? _____

3. What is your evaluation of the student's JEP work? (5=Excellent, 4=Very good, 3=Satisfactory, 2=Needs improvement, 1=Unsatisfactory)

   a. Promptness _____

   b. Preparation _____

   c. Effort _____

   d. Rapport with students _____

   e. Overall assessment of work _____

4. Additional comments?

Signature _____ Date _____

Copies: (1) Instructor, (2) JEP Office, (3) School Coordinator

Appendix 11

LIST OF JEP MATERIALS

These materials were developed and field tested by the University of Southern California Joint Educational Project. The JEP materials are "Idea Books" which outline and provide samples of educational activities which can be used by teams of college students, teachers, parent volunteers, school aides or student teachers. The Idea Book suggest learning activities which will stimulate elementary or secondary students in urban, multicultural settings to acts upon and interpret their invironment. Materials may be adopted or adapted for use in educational groups where discovery approaches and creativity are encouraged.

Title	Subject	Recommended Grade Level	Publication Status
I. JEP Mini-Course Idea Books-Elementary Age-Grade Level:			
Me and My World (I)	Anthropology	4-6	Summer 1977
North American Indians	Anthropology	5-6	Summer 1977
Peoples and Cultures of Mexico	Anthropology	5-6	Summer 1977
Power in Words-In Verbis Potestas (I)	Classics/Vocabulary Building	3-6	Summer 1977
There's No Such Thing as a Free Lunch	Economics	4-6	Available
People of Los Angeles	Ethnic Studies	5-6	Summer 1977
Environmental Studies	Geography	5-6	Available
Free To Be Me	Political Science	3-6	Available
The First 200 Years: A Celebration of American Democracy	Political Science	5-6	Available
Crimes, Courts and Contracts; A Study of Justice and the Legal System	Spanish/Law	4-6	Summer 1977

Title	Subject	Publication Status
II. JEP Mini-Course Idea Books - Secondary Age-Grade Level:		
You and Your World	Anthropology	Summer 1977
Power in Words-In Verbis Potestas (II)	Classics/Vocab-ulary Building	Summer 1977
From the Heights of Mt. Olympus	Classics/ Mythology	Summer 1977
The Sporting World	History	Available
Quality of Life	Humanities	Available
Men and Women in Society	Interdiscipli-nary Studies	Summer 1977
People of Los Angeles (II)	Ethnic Studies	Summer 1977
III. JEP Tutor Training Idea Books - Elementary Age-Grade Level:		
Storytelling: All About Me	Speech Communication	Summer 1977
Who Am I	Health	Summer 1977
A New Look	Enviro. Studies	Summer 1977
Measurement Mastery	Mathematics	Summer 1977
Bilingual Tutoring	Spanish	Summer 1977
IV. JEP Tutor Training Idea Books - Secondary Age-Grade Level:		
Test-Taking Skills	English	Summer 1977
Right-On-Writing	English	Summer 1977
V. JEP Individualized Programs:		
The Tutor's Idea Book	Mathematics, Reading (Elementary & Secondary)	Summer 1977
Being a Pal	(Elementary & Junior High)	Summer 1977

Title	Subject	Publication Status
VI. "How-To" Guide		
Everything You Wanted to Know About a JEP Idea Book . . . but never thought to ask	How to write your own idea book	Available